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ABSTRACT

This guide for vocational educators suggests some effective approaches to public relations. First, it briefly discusses effective public relations, human interest, a public relations sense, and contacts. The guide then covers the news media, focusing on the preparation of news articles and on radio and television announcements (relative to types of programs), making a television appearance, and who to contact (includes sample news releases and spot announcements). Discussed next is taking photographs and preparing a slide show, including writing the script, making the slides, and presenting the show. Finally, brochures, newsletters (includes suggested basic layouts), exhibits or displays, open houses, and speeches are covered. (EM)

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A GUIDE FOR VOCATIONAL EDUCATORS

CE 018 120

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EFFECTIVE PUBLIC RELATIONS

PUBLIC RELATIONS IS "A WAY OF LIFE FOR AN ENTIRE INSTITUTION -- NOT THE JOB OF A SINGLE INDIVIDUAL."

LIKE A POT OF BEANS

Public relations is like a pot of beans. It takes several ingredients to really make it worthwhile.

Writing a news release and calling that public relations is like running a computer without a program. You never really get results.

In this guide, an attempt has been made to give you many avenues of "attack." You should never rely on just one avenue.

As you read this guide, keep in mind that not every idea or approach is in it. Some people may disagree with some of the suggested approaches. That is public relations. **There is no way to do it.** You have to find your way -- your comfortable way of doing PR.

HUMAN INTEREST

The "guts" of good public relations is human interest. Without it, most PR efforts are generally ineffective.

Whenever you do a public relations project, think people. Do everything you can to get people into your activity. You will generally agree that a good program is good because of people. This is your opportunity to tell **their** story. Don't emphasize the program -- emphasize the people.

DEVELOP A PUBLIC RELATIONS SENSE

One of the main things you can do is to develop your sense of what is news and what isn't news. You may have many activities in your program which to you seem routine everyday occurances. But to the public, they may be most interesting and unique. Never assume that "nothing goes on around here." That's just an old cop out.

What are the students doing? The teacher? Without a sense of public relations, you can expect to do routine things for your program. With it, and some human interest, you are well on the way toward informative, interesting, and rewarding public relations.

CONTACTS

There must be contacts. You can't do public relations in a vacuum. Nothing can compete with good word-of-mouth advertising.

CONTACT:

School Personnel

Board Members	Administrators
Teachers	Custodians
Counselors	All other school workers

Pupils

All grades	Adult classes
Graduates	

News Media

Radio	Newspapers
Television	

Key Individuals

Labor Leaders	Farmers
Business Leaders	Industrialists
Ministers	Civic Leaders
Legislators	Parents

Organized Groups

Community Councils	Employment Services
Labor Organizations	Trade Associations
Parent Organizations	Manufacturers Associations
Civic Clubs	Advisory Councils

Get all contacts to **work** for you. Most people will understand what you are trying to do if they are given a job to do. Interpret your problems to them. Call on them for ideas and suggestions. Put them on committees to help with your work.

SERVE YOUR CONTACTS. USE YOUR CONTACTS. AND PUBLIC RELATIONS WILL BE EVERYBODY'S JOB.

NEWS MEDIA

What's your batting average with the newspapers? Have you had trouble getting materials into print? Here are a few simple rules to follow to make your life easier and your newspaper happier.

PREPARING NEWS ARTICLES

They should be typed, double spaced, on 8-1/2 x 11 inch paper, limited to one page, if possible.

Your name, organization, and other identifying information should be at the top of the paper.

Have a LEAD LINE -- Start the article with WHO? WHAT? WHERE? WHY? HOW? Put the least important facts at the end.

Use short concise sentences. Don't put the verb several paragraphs away from the subject. Use 5¢ words -- save the others for your thesis.

DON'T write headlines. The editor has an expert for this.

If you have a long story -- 2-3 pages -- be sure to write "more" at the bottom of each page. And leave enough space at the top for the newspaper person to write any special directions or notations for the paper.

No one can tell you how to write a news article. You must find out through reading, practicing and repeating the reading, practicing process until you have the skill.

What Do the Newspapers Want?

First they want human interest stories -- all kinds, not just the big tear jerkers.

Second they want steady, day by day -- year-round coverage. This is much more effective than big splurges periodically. Artificial publicity is damaging to good public relations with your own co-workers and others with whom you must work.

Third they want easy-to-understand interpretations of your program and services, simply told, full of human interest; not only a build-up of one individual but including many folks and many situations.

Look for the situations -- they are all around you. The school and community program is full of good stories waiting to be told. Examine your job, your students, your classroom with a magnifying glass.

Dramatize your story preferably through real life situations with vocational students and parents, or co-workers. To gain a point, use people, fictitious or real, rather than theories. You can spot many of these and more 'under your noses':

Contests	announcements of rules announcement of winners announcement of committees	announcement of programs human interest stories of contestants
Club Meetings	story about the club club projects club program for the year	announcement of coming meetings the officers of the club speakers at club meetings

School Program	aims of the program special events -- career days, etc. trips of interest success stories of students or graduates	interview by students of community leaders, workers, etc. special program TV or radio displays, exhibits and tie in with the program

Make up your own list. Look at your daily, weekly, yearly calendar and jot down ideas.

NEWSPAPERS HAVE DEPARTMENTS TOO

It's smart to write your publicity to fit the different parts of the newspaper. If you are in a small town or are writing for a suburban weekly news sheet, you may find your dealings will be entirely with the editor, who may turn you over to a reporter.

In a large newspaper you will find:

School editor or reporter
Radio and TV editor
Feature column writer
Civic, fraternal and/or luncheon club editor
Society editor

Maybe you have one reporter assigned to your school. He or she is the best contact and can advise you if the story might go to someone else. The more this person knows of your work, the more you'll get printed. And in a pinch such a good friend even may NOT print something you feel would be harmful to your program. **Be sure to follow the proper channels used in your school for the release of news.** Cooperate with the person responsible for publicity, if you have one, and make sure you know the channels in your particular school system.

There is a copy deadline in most papers. Check with your newspaper.

RADIO AND TELEVISION

There is NO magic in radio or television except as it exploits the genius, imagination, enthusiasm, and appeal of the program you prepare for your local station.

You must aim to:

Build a program which will attract an audience.

Plan programs which will reach the public even though competition exists on other stations.

Get a message across even though your audience listens to only part of the program.

Good radio/TV, like good public relations, means:

Sound Ideas

Unique Approach

Polished Performance

HINTS:

- Ask for radio time which will reach the audience you are writing for. A good program or spot is good almost any hour.
- Television results in larger audience response than any other medium of public relations, so it may be best for your purposes.
- Know your radio/TV station - the kind of programming facilities available.
- Know what to accomplish in your radio/TV program.
- Have a liaison person to work with the station.
- Watch your timing.

TYPES OF PROGRAMS:

Spot Announcements: These should be simple descriptive, and in a few words tell the story. Most spots run 15 seconds to one minute. Find out what your radio or TV station prefers.

Panel Discussions: This can be an interesting program if the panel is alive and stays on the subject at hand. Controversial issues or questions usually bring the best response.

Skits: It takes skill to write a good skit. Perhaps the audio-visual person in your school or the dramatic teacher can help. But, consult your local radio or TV station for the finishing touches.

Interviews: Interviews, like panel discussions, can be deadly dull unless carefully prepared and alive. If a script is used, it should be written as if the person is talking and any words which are stumbling blocks should be eliminated before the broadcast. If an "ad lib" program is used, an outline is good to follow so that important points are not missed. A **series** of five-minute interviews between a vocational teacher, counselor, student, and station talent makes a good program.

News Documentaries: News documentaries are excellent ways to get coverage on human interest activities. Television stations are particularly interested in short, one- to three-minute human interest subjects for their news shows. A teacher with an unusual hobby, a student who is doing an unusual project in one of your classes, and a new teaching approach are but a few items that would be usuable on a news show.

MAKING AN APPEARANCE ON TELEVISION

The key to handling yourself when actually appearing in a TV news interview or on a public service program can be boiled down to the two words: BE NATURAL. As much as you can, try to regard the television camera as only an incidental part of the overall scene. Generally speaking, **concentrate on the person who is doing the questioning or interviewing** and respond to him or her as you would to anyone else asking you something. The camera operator will take care of making certain you look and appear "right."

If possible, try **not** to speak from notes or a written draft. If necessary, go over your thoughts in your own mind (and in your own words) before you answer a reporter's or interviewer's question. Often, you may ask the interviewer to go over the questions he or she wants to ask beforehand. That way, you have an idea what the person wants to know. That person will also have an idea as to what you will answer. If you feel you must have notes to refer to, put them on 3 x 5 inch cards and try to make them as inconspicuous as possible during your appearance.

Let the interviewer "lead" the conversation. Make sure your answers are short, yet complete and to the point. Watch the interviewer for time signals. If the interviewer says "our thanks to Mr. Jones or Ms. Smith for being with us today," it is an obvious clue that the interview is over. Remember to thank the host for allowing you to appear on the program. (This may be omitted in the case of a filmed interview for a TV news program.)

Above all, be interested in and enthusiastic about your subject. Remember, the impression you make may also be the impression many viewers get of the school you represent.

All these possible problem areas involving an appearance on television will usually take care of themselves if you will just remember to do one thing: ACT NATURAL AND BE YOURSELF!

WHO TO CONTACT

Public Service Activities (Spot announcements, panel shows, interviews, etc.)

The best person to contact is usually the public service director, if the radio or TV station has one. If they don't there is usually someone who handles those programs and you will be directed to that person.

News Coverage

Most likely your station will have a news director. This person is responsible for assignments and can tell you if your idea has merit.

Whenever you are in doubt about whom to call, the one person who should be able to help you is the director of programming. As with the newspapers, you may have a reporter assigned to cover educational activities. This person is your best contact.

SAMPLE NEWS RELEASES

(ANNOUNCEMENT)

NEWS

FROM: Name
Department
Address
Telephone

RELEASE DATE:

Romney, W. Va. . . .Dedication of the new Hampshire County Vocational Units was announced today by County Superintendent Harold C. Carl, II. Ceremonies will take place Friday, September 14, at 2:00 p.m. at the new facility in Romney.

The new unit serves 160 students and offers programs in building trades, power mechanics (specializing in recreation vehicles), drafting, and nurse assistant.

A special feature of the new unit is its learning resource center for independent study. "The center," says Robert Calvert, county vocational director, "is a resource center for adults and secondary students who want to learn more about their present jobs or read about possible new careers."

The learning resource center in the new vocational unit will utilize the latest in audiovisual equipment and instructional materials, including programmed teaching materials.

Students from Hampshire High School began taking courses there on September 4.

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SAMPLE NEWS RELEASES

(INFORMATIONAL)

NEWS

FROM: Name
Department
Address
Telephone

RELEASE DATE:

Charleston, W. Va. ...A program to train fifty people for employment in a new Holiday Inn at Bluefield was announced today by Dr. Daniel B. Taylor, State Superintendent of Schools. It will be administered through the Department of Education's Bureau of Vocational, Technical, and Adult Education.

According to Clarence Burdette, Assistant State Superintendent for the Bureau, the training will be eighty hours. "And even more significantly," states Burdette, "the people will be trained for all positions so that their jobs are interchangeable."

The program will be conducted by the Mercer County Board of Education, but is totally financed by the State training program for new industry training.

All selection, testing, and referrals will be made by the local Employment Security Office, with final selection to be made by the company.

"This program," concludes Burdette, "is a good example of one of the directions we are taking to help new business and industry become established in our State."

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SAMPLE NEWS RELEASES

(HUMAN INTEREST)

NEWS

FROM: Name
Department
Address
Telephone

RELEASE DATE

What do you do with 12,000 pairs of shoes? Hanover Shoes, Inc. and the Greenbrier County School Board recently faced that dilemma when people they were training produced that many during their training sessions. Due to State regulations, they could not be sold, so their solution was to give them away.

As a result," says Alvin Porterfield, vocational director, Greenbrier County, "the 12,000 pairs of shoes will be given to public institutions and county boards of education throughout West Virginia." Boards of education plan to give their shoes to needy children in their schools.

According to Porterfield, the program at Hanover Shoes, Inc. is part of a special vocational education program operated in cooperation with the Greenbrier County vocational education program, and funded by the State Department of Education's Bureau of Vocational, Technical, and Adult Education, to help attract new industry to West Virginia and to assist present industry in their expansion programs.

According to Francis Young, manager of the Hanover factory, the trainees learn to cut and put together upper components with the inner and outer soles to form a complete shoe. Once they have learned the skill, they are employed in the factory to make shoes for its distribution center in Pennsylvania, which sends them to its 175 shoe stores.

Trainees come from Greenbrier County and surrounding counties and are screened and recruited by the local Employment Security Office. "The program will do much to help the economy in the White Sulphur area," adds Porterfield.

-30-

SAMPLE SPOT ANNOUNCEMENTS

-RADIO AND TELEVISION-

20 SECONDS

HI. I'M (your name and title) FROM YOUR COMMUNITY CAREER CENTER. VOCATIONAL EDUCATION PROGRAMS PROVIDE YOUNG PEOPLE WITH AN OPPORTUNITY TO DEVELOP CAREERS. THE COMMUNITY CAREER CENTER IS TRAINING OVER 300 PEOPLE EACH YEAR TO ENTER THE WORLD OF WORK, OR TO GO ON FOR FURTHER TRAINING. LEARN MORE ABOUT YOUR CAREER CENTER BY CONTACTING ONE OF OUR COUNSELORS.

10 SECONDS (Preferably for TV)

(Use this kind of spot with a video slide--perhaps a picture of your center.)

WWAT-TV SALUTES THE WORK OF TEACHERS AND ADMINISTRATORS OF THE CAREER CENTER, HELPING HINTON CITIZENS FIND NEW OPPORTUNITIES.

Other spots can be developed for 30 seconds and 60 seconds. Work with your radio and TV stations in developing spots. Be sure you understand what length they prefer. SPOTS SHOULD BE TYPED IN CAPITOL LETTERS.

PHOTOGRAPHS

Sometimes you will find yourself taking pictures for a newspaper article or a publication such as a brochure. For newspapers, this will happen particularly if your paper is a small daily or weekly. Usually a large daily newspaper will prefer to use its own photographer.

If you find yourself in the position of taking photographs, consider these suggestions:

1. Get in close to your subject.
2. Avoid large foregrounds.
3. Avoid group shots of more than five people.
4. Avoid lining up people and taking their pictures. You will find that you have a better shot if they are doing something.
5. Be sure you have enough light and use a flash inside unless you are familiar with good photography.
6. Learn to study good photographs so that you become familiar with good photography.
7. Avoid using snapshot type cameras, such as instamatics--although the more sophisticated ones can do the job. If that is your only camera, don't refrain from taking pictures. Pictures are usable if they are clear and will taken.
8. Take black and white photographs for newspapers. Color photographs are difficult to print.

Photography is a complicated and highly skilled form of expression. Don't take the position that because of this you can't take pictures. Just realize that you aren't trying to set the world on fire.

If you have a brochure or story requiring skillful photography, then try getting a photographer who can do it for you. Many times, schools have photography classes with teachers and students who have this ability. If not, it might be possible to get someone from your newspaper or TV station to help you. There is, no doubt, someone in your community who is either an amateur or professional photographer.

SLIDE SHOWS

Slide shows are a simple, effective way to talk about your program, students, and teachers. But unless they are organized properly, photographed effectively, and narrated convincingly, they will flop.

So, in preparing a slide show, you must think about two things: visual effect and audio effect.

FIRST, write your script. SECOND, take your slides. THIRD, narrate your show.

SCRIPT:

There is nothing more difficult than trying to match your script to your slides--although it can be done. When writing your script, you should make every effort to keep it brief. Ten to 20 minutes in length is preferable. It's good practice to look at your slide show as "whetting their appetites." There will be plenty of time for questions if the program has been properly organized.

If you can, get help with writing your script. Often an audiovisual department has someone who has written scripts. Many times an English teacher or journalism teacher can be of help.

If you have to write it yourself, it is best to outline the general concepts you want to get across, then start writing your narrative. After you have written that, begin devising pictures for illustrating it. Eventually, it should be organized like the sample that follows this section.

The well organized slide show variates the length of time that a slide is on the screen. This variation should be between five and 15 seconds. Most slides should be on the screen about five to ten seconds.

Except for credits, you should have audio for each slide. Series of slides shown with music and no voice usually don't add much, except pictures that are nice to look at.

When your script is finished, time it. Look for variation in times. When you add the slides, you will want to time the script again to look for variety. When you are satisfied with the variety, then take the script to your narrator.

SAMPLE SCRIPTS

AUDIO	VISUAL
(About five seconds) Narrator: WHEN YOU ENTER THE HEALTH OCCUPATIONS PROGRAM, A TRAINED TEACHER WILL GIVE PERSONALIZED ATTENTION SO THAT TRAINING CAN BE FITTED TO YOUR TALENTS AND POTENTIALS.	Shot of teacher and student in health occupations classroom.
(About ten seconds) Narrator: COOPERATIVE VOCATIONAL EDUCATION GIVES YOU AN OPPORTUNITY TO TRY OUT WHAT YOU HAVE LEARNED IN THE CLASSROOM. YOU SPEND HALF YOUR DAY ON AN ACTUAL JOB IN ONE OF OUR LOCAL BUSINESSES.	Student working in local business.
(About 15 seconds) Narrator: ONE OF THE MOST IMPORTANT THINGS ABOUT VOCATIONAL EDUCATION IS ITS RELATIONSHIP WITH THE REAL WORLD. STUDENTS LEARN TO PUT INTO PRACTICE WHAT THEY LEARN IN THE CLASSROOM. IT'S A REAL EXPERIENCE FOR THEM.	Student going to work --enters local business.

PHOTOGRAPHING SLIDES:

Use a professional camera, if possible. The size of slides is not important. What is important is that they are all the same size.

Most experts feel that having the slides all horizontal or all vertical is better than mixing horizontal and vertical. Your viewers can concentrate more on what is being said than on trying to adjust constantly to different size slides. Horizontal is recommended.

In taking slides, get as close to your subject as you can. Avoid group pictures. Focus on one or two people. In some cases, showing a classroom might be acceptable, but you are usually better off focusing on a small group of students.

If possible, get assistance from your photography class. This will take some of the burden off you and get you a more professional job.

NARRATION:

This is a most important part of the presentation. Don't do it yourself unless you have had training. There are radio and TV announcers who will likely donate their time to read the script and put in the necessary music and sound effects. USE THEM! Always do the narration with tape. A live show leaves too much room for rambling and other errors.

PRESENTING YOUR SLIDE SHOW:

1. If possible, put on an inaudible beep. There is equipment available to do this. If you have an audiovisual department, people there will be able to help you. If this equipment is not available, the next best thing is to have an audible beep put on the tape. Try to use one that is low and unobtrusive to the ears. This you can do yourself with a bell or some other sound.
2. The image should always fill the screen to the edges, even overlap. This gives you maximum use of your screen and picture.
3. Be sure to place the screen where it is easily seen by everyone.
4. Have a spare bulb.
5. Hook your tape recorder into the public address system if you can.
6. If a PA system isn't available, use a larger speaker which is attachable to your recorder. Unless the group is 15 people or less, don't rely only on the recorder's speaker.

RESOURCES FOR DEVELOPING SLIDE SHOWS:

1. Photography class
2. Graphic art classes or art classes
3. Audiovisual departments
4. Journalism or English teachers
5. Radio or TV stations

BROCHURES

Brochures are probably the most common form of print for giving information briefly and inexpensively. Even if you have a limited budget, brochures can be very effective.

There are several important facts to keep in mind when doing a brochure:

1. Organize your material.
2. Keep your copy brief and to the point.
3. Use pictures only when you can get quality printing.
4. Don't put any more than one idea on the cover.
5. Don't clutter the cover with words, illustrations and other graphics -- try to convey one idea as simply as possible. Sometimes one illustration is effective -- or one word -- or just a sentence.
6. Use color if at all possible. Make them eye-catching.

When writing brochures, you should:

1. Get the most important information where it is read first.
2. Appeal to the reader's ego or self-interests.
3. Use simple words -- you are not writing a thesis.
4. Use statistics if you can
5. Break up the copy with subtitles.

The most important thing you can do in putting out brochures is to find out how others have done them. Keep a running file on brochures you like. Observe the style and layout.

Remember your brochures do not necessarily have to tell the whole story about your program or concept. But always have the important facts in them.

RESOURCES FOR DOING BROCHURES:

1. Other brochures
2. Commercial art department or graphics class
3. Books on design
4. Journalism or English teacher
5. Audiovisual department
6. Photography class

NEWSLETTERS

When preparing a newsletter, don't take the attitude that it has to have only positive material in it. It can be your vehicle for pointing to your problems, too.

Content-wise, your newsletter could include:

1. Unusual projects by students.
2. Calendar of events.
3. Stories about programs.
4. Question and answer column for teachers.
5. Success stories
6. Concerns of students, teachers, and administrators.
7. Youth organization activities.
8. Cartoons and jokes (avoid ethnic and other types of references-- don't insult.)
9. Articles from readers.
10. Recognition of teachers (perhaps feature a teacher periodically.)

When writing copy for your newsletter, try to write in simple language. Throw away all the educational jargon you can, and write as if you are speaking. If you feel uncomfortable writing, try to find a person who enjoys writing and editing newsletters. You will find that a person who has this as an assignment because he or she is interested can do the job much better than a person who just does it to get it done.

Since we have become, to a large extent, a nation of headline readers, you should try to get your basic thoughts in the first two paragraphs of the story. Wait no longer than the third or fourth. Your headlines, likewise, should convey a major thought of the story. For ideas about writing headlines, simply observe your daily or weekly papers.

The structural design of your newsletter depends largely on funds, printing, and graphic facilities. Newsletter size is pretty much a matter of taste. Size, too, will depend on printing facilities. Formats which are most popular are 8-1/2 x 14, 11 x 15 (and variations, i.e. 11 x 15-1/2, 11 x 16), and 8-1/2 x 11.

Type should be simple and no smaller than eight point. Ten point is recommended for good readability.

Photographs help immeasurably to enhance the appearance and appeal of your paper. If you do not have facilities for printing photographs, then try to use graphics, illustrations, and other means to make the newsletter attractive.

Column widths are also important. Never set your type across the width of the page. On an 8-1/ x 11 for example, use two or three columns of copy. On larger paper, three to five columns would be desirable.

Keep graphics and illustrations to a minimum. Readers are distracted by too much of this.

REMEMBER: YOUR CONTENT WILL MAKE YOUR NEWSLETTER INTERESTING OR BORING. YOUR NEWSLETTER MIGHT BE LAID OUT BEAUTIFULLY: BUT IF IT ISN'T READ, IT'S WORTHLESS.

Resources for doing newsletters

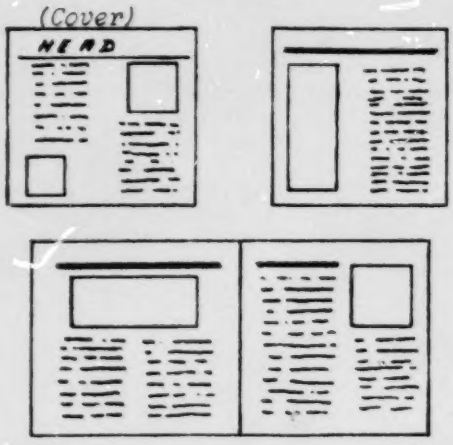
1. Other newsletters
2. Journalism or English class
3. Print shop
4. Graphics class
5. Commercial art class
6. Local newspaper people
7. Photography class

Layout is, again, a matter of taste. There are some basic rules to follow in layout and you would do well to consult a graphics person in your school or community for assistance. One thing that is important to remember: PEOPLE LOOK AT PAGES FROM LEFT TO RIGHT.

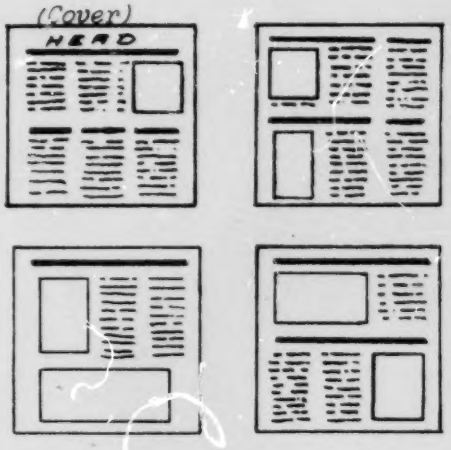
SUGGESTED BASIC LAYOUTS

COLUMNS AND PICTURES

8-1/2 x 14 (Folded)
Two Columns

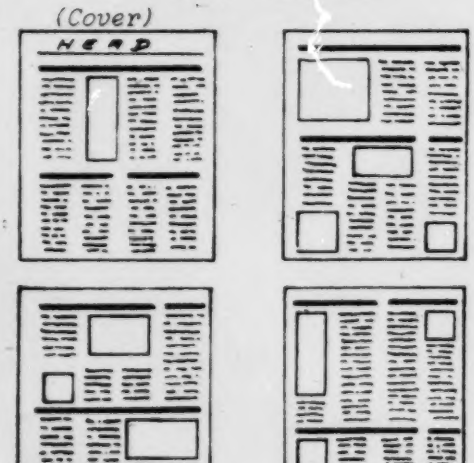


8-1/2 x 11 Three Columns

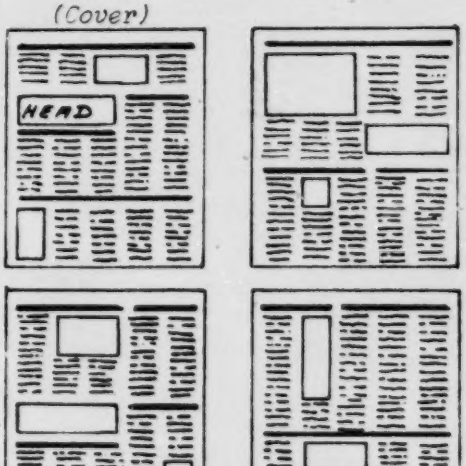


(Straight, solid line indicates headline.)

11 x 15 Four Columns



11 x 15 Five Columns



The head of your newsletter (or title) should be designed so it can be placed anywhere on the newsletter.

EXHIBITS OR DISPLAYS

EXHIBITS can be a chore or a challenge. The way you approach the assignment will determine which it is for you.

Ask yourself:

WHO?
- To reach people through activity.
- To save time in getting your story over.
- To stimulate people to find out more about your service.

WHERE?
- In any central location in the community.
- In an organized meeting, fair, or convention.
- Simple window display.
- An occasional advertisement to reach the non-reading public.

HOW?

By exhibits which involve:

Action -- persons performing at machines, a flashing light, a movie projector, a push-button, equipment in action, good lighting.

A booth which tells a story -- not too cluttered, simple, direct.

Objects -- made by pupils; equipment of the classroom; models of new buildings.

Photographs showing projects and activities of your program -- include concise descriptive placards.

PLANNING:

Before you start --
Find out the theme if it is part of a large exhibit, or,
Decide on a theme for your own exhibit:
- What your audience would like to see;
- What part of your program would appeal.

Decide on what materials you will use:
- What products you can secure from your program.

Draw up a plan -- secure the height, width, depth of space to be used.
Build the exhibit to get your point across.

REMEMBER:

Don't use many statistics -- comparisons by picture are better.
Keep the exhibit simple and uncluttered -- too much detail discourages people from looking and understanding.
Use movement or special activities to gain attention.
Combine many techniques -- color, action, photographs, etc.
Use unusual ideas, materials and approaches to interpret your program. Lettering should be clear.
Use many people -- the art teacher, the advertising club of your city, the dramatics teacher, the display company -- for ideas and assistance. Schedule teachers or students at the exhibit to explain the program -- use the amplifier when necessary.
Have some "hand-outs" -- if you have a booth for an exhibit. Make them attractive and simple to understand.
Provide some appropriate follow-up activity.
- A visit to the school.
- A conference with the vocational counselor.
- A trip to the vocational program or department.
- A service of some kind connected with your subject, your specialty.
- Information displays to show various phases of your program throughout the year.

OPEN HOUSES

Many people consider open houses an effective way to bring the public into a vocational center.

Open houses can be done in a variety of ways, but the most important thing is to advertise them well so that you have a good turnout.

Some hints for organizing open houses:

1. Contact your various news media for coverage announcing the open house.
2. Send announcements to all community groups, businesses, and industries.
3. Send announcements to all parents.
4. Arrange several stories about how teachers and students are preparing for the open house.
5. Have students attend and be available in their classrooms to demonstrate activities.
6. Have a display of brochures outlining your offerings and goals.
7. Have a map of the center available.
8. Refreshments should be served.
9. Provide tour guides for those who would prefer a more organized approach.
10. Arrange for TV, radio, and newspaper coverage.
11. If you expect a large crowd, have people on hand to direct parking.
12. Use signs to direct people through halls.
13. Have someone available at the door to greet people when they come and when they leave.
14. Have exhibits and displays located throughout the building showing talents of students.

These are by no means all the hints in developing an effective open house. As with any public relations activity, your creativity and imagination are important.

SPEECHES

Someone once said, "When you talk to a group, impress upon yourself that you know more about the subject than the group to whom you are talking."

Here are a few pointers:

Study seriously the organization and presentation of your speech. Take time to do this -- don't speak "off the cuff" unless you have long experience, great speaking skill, and a well starched cuff.

Keep a file of materials, ideas, random thoughts, unusual happenings, good stories, news clippings, and the like. These can be used in preparing a speech.

You will have more confidence if you talk about your program and the activities that are familiar to you.

Talk with many people in the community, when you travel, where you eat. This will broaden your experiences and attitudes, and help you to interpret your ideas to all kinds of people and groups.

Find out what the group wants. How long to speak? Who is your audience?

Use illustrations of activities which involve local groups.

Write a new speech or rework an old one carefully for each occasion. This will keep the fresh approach which makes a speaker popular and listened to.

Speak clearly in language on a plane with your listeners. Simple English is easier to listen to than involved sentences and long words. Keep personal references, honors, and accomplishments out of your speech as much as possible. Everyone has brilliant children.

Make an outline which is easy to follow -- develop a few key points and back each point with facts and illustrations.

Have a good begining, middle, and end to your speech. Even if you 'ad lib' it is best to prepare these so you know when to stop as well as how to start. Since the previous speaker may have taken most of your ammunition, you had better take along a little extra which you could use in an emergency.

Take along something to give away or show -- have supplemental movies or slides.

DON'T MEMORIZE OR READ YOUR SPEECH.

DON'T TRY TO BE TOO FUNNY.

DON'T TALK TOO LONG.